DOCUMENT RESUME

ED 176 672 HE 011 801

TITLE The Final Report of the Task Force on General Education of the California State University and Colleges.

INSTITUTION California State Univ. and Colleges, Sacramento. Office of the Chancellor.

PUB DATE May 79

NOTE 18p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Bachelors Degrees; Certification; College Majors; *Core Courses; Curriculum; Degree Requirements; Educational Legislation; *General Education; Higher Education; Institutional Characteristics; Institutional Research; *Liberal Arts; Relevance (Education); School Holding Power; *State Colleges; State Programs; State Universities; *Statewide Planning

IDENTIFIERS Position Papers

ABSTRACT

A discussion of current academic issues relevant to general education programs in the State of California is presented in this final report from the Task Force on Education. The history of the Task Force and its mission are included in the introductory statement. A series of brief comments and related recommendations for general education in the California State University and colleges is presented in the body of the report. Areas discussed include: retention and expansion; statement of objectives; cohesiveness and sequence; institutional status; systemwide advisory committee; entry-level learning skills; instructional level distribution; work at institution granting degree; "double counting" for major and general education; general education and disciplinary territorial imperatives; descriptive detail of distribution areas in Title 5; the distribution areas; CSUC and the California Community Colleges; certification of general education credit; participation and observation; general education breadth and U.S. history, American ideals; and reasonable exceptions. Included as an appendix is proposed language that addresses those recommendations requiring amendment of Title 5. (SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176672

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Calif State Univ & Colleges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE FINAL REPORT

of

THE TASK FORCE ON GENERAL EDUCATION

of

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

1977-78 Members

Charles C. Adams
Monica Aguilar
Robert O. Bess
Mary O. Bowman
Joe Brumbaugh
Hobert Burns
David Bush
Jerome Fox
Robert D. Kully
Michael Loader
Anthony J. Moye
Barton C. Olsen
John Pauley
John H. Pfau

1978-79 Members

Charles C. Adams
Robert O. Bess
Mary O. Bowman
Hobert Burns
Jerry Dees
William Hopkins
Robert D. Kully
Karl Kumli
Sydneye Moser-James
Anthony J. Moye
William Neuman
Barton C. Olsen
Jason Peltier
John H. Pfau

HE 011 801

REPORT OF THE TASK FORCE ON GENERAL EDUCATION

INTRODUCTION

The Task Force on General Education traces its beginning to the Sixth Annual Academic Retreat held at Asilomar in October 1976. This yearly conference for discussion of current academic issues is sponsored by the Academic Senate of the California State University and Colleges in cooperation with the Chancellor's Council of Presidents and the Chancellor's Staff. In 1976 the topic for discussion was "General Education: Visions and Revisions."

Largely as a consequence of interest generated by the retreat, the Academic Senate at its next regular meeting adopted a resolution urging the Chancellor to establish a broadly representative systemwide General Education Task Force, composed of faculty, students and members of the Chancellor's staff and campus administrations. The purposes delineated for the group by the Senate proposal included the formulation of recommendations concerning the objectives of General Education, broad guidelines as to how such objectives may best be met, and the possible value of a standing systemwide General Education Commission.

In early summer of 1977, after considerable consultation with constituencies within the system, the Chancellor established the Task Force and gave it the following specific charges:

1. To make recommendations as to the general purposes and objectives of General Education.
2. To delineate broad outlines as to how these objectives can best be met.
3. To review General Education programs within the system to determine whether the objectives are being met.

4. To gather, correlate and share data and information inside and outside the system with respect to general education.

5. To report findings and recommend such changes in policy and approaches as are deemed appropriate.

6. To recommend as to whether a standing systemwide Commission on General Education should be established.

The membership of the Task Force included seven faculty members nominated by the Academic Senate, three students nominated by the Student Presidents' Association, one campus president, one vice-president for academic affairs, and two members of the Academic Affairs Division of the Chancellor's office.

The Task Force began its deliberations in September 1977. It collected descriptions of the general education programs of the nineteen campuses within the system as well as those of institutions of higher education throughout the United States. Its members read widely in relevant literature. In early May 1978, after eight discussion meetings of at least one full day each, the group circulated two related draft documents for systemwide review and criticism. One draft consisted of a proposed new section on General Education--Breadth for Title 5 of the California Administrative Code; the second draft contained detailed commentary on the proposed Title 5 language and recommendations for implementation of the new provisions.

During the next four months the Task Force received written reactions to the two draft reports. Nearly one hundred submissions from individuals and groups were received, duplicated, and distributed to the membership. In October 1978 the group resumed its deliberations with three student and three faculty replace-

ments for 1977/78 members who were unable to continue service into a second academic year.

Now, at length, after extended consideration of the issues relevant to general education, review of intra-system reactions and suggestions, and consultation with representatives of the California Community Colleges, the Task Force presents to the Chancellor its final report for his consideration and possible action.

The core of the Report consists of a series of comments and related recommendations dealing with a spectrum of issues relevant to general education in the California State University and Colleges. Included as an appendix is proposed language which addresses those recommendations requiring amendment of Title 5.

COMMENTARY AND RECOMMENDATIONS

Retention and Expansion

1. Comment:

The Task Force is aware of the fact that some members of the academy consider general education as a discrete component of baccalaureate programs to be a "hopeless ideal" or an "anachronism" and would recommend its discontinuation as a requirement, thus leaving the undergraduate program for elective and discipline-oriented majors and minors. The Task Force believes that, if anything, the need for a general education component is as great as, if not greater than, it was when the idea was first introduced into higher education and that, though the idea may be "in distress" and the ideal may be difficult to achieve, it is not "hopeless." The Task Force has also concluded that achievement of the objectives of general education necessitates a higher unit requirement than the current one of 40 semester units.

Recommendation:

The Task Force recommends not only that the general education--breadth requirement in the CSUC be continued, but also that the minimum proportion of the baccalaureate program devoted to it be increased by twenty percent (from 40 to 48 semester credit units) and that specified measures be taken to improve its potential effectiveness.

Statement of Objectives

2. Comment:

Current Title 5 descriptions of general education--breadth distribution do not contain any statement of objectives. Though the attempt to communicate something worthwhile in few words without being vague is difficult, it should be made, and the Task Force has produced a draft section for possible adoption.

Recommendation:

That Title 5 contain a brief delineation of objectives of general education--breadth. (Cf. #40405 in the Appendix)

Cohesiveness and Sequence

3. Comment:

Until very recently the general education course combinations submitted by candidates for the bachelor's degree and certified by colleges and universities have tended to be disintegrative, having been left to largely unsupervised and unrestricted choices determined by such factors as convenience and accidents of scheduling. The Task Force recognizes and applauds recent efforts by CSUC campuses to provide curricular cohesiveness in the general education programs of individual graduates.

Recommendation:

That the campuses take such measures as may yet be necessary to assure that general education--breadth requirements are planned and organized in such a manner that their objectives can clearly be perceived as interrelated elements and not as isolated fragments.

4. Comment:

A widespread cause of the relative lack of cohesiveness in general education programs has been the largely unrestricted availability of hundreds of courses which are certified for general education purposes from which students on a given campus may choose combinations at random.

Recommendation:

That campuses review all courses currently approved for general education purposes to ensure that those which continue to be approved meet the proposed general education objectives and particular requirements; and that, in order to promote cohesiveness in programs, campuses consider organizing approved courses into a variety of "cores" or "themes" with underlying, unifying rationales among which students may choose.

5. Comment:

In addition to the arrangement of established discipline-oriented courses around a unifying theme, interdisciplinary, integrative courses can contribute to the cohesiveness of general education programs.

Recommendation:

That campuses consider the possibility of integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories, i.e., humanities, natural sciences, social sciences.

6. Comment:

General education programs often do not evince an educationally defensible sequence of the natural subdivisions of such programs, e.g., learning skills, breadth distribution, integration of knowledge.

Recommendation:

That campuses consider measures designed to encourage and assist students in completing their general education requirements in some reasonable priority order so that, for example, the learning skills will be completed relatively early and integrative experiences come relatively later.

Institutional Status

7. Comment:

General education programs often suffer as orphans, not to say victims, because they are not the primary concern of an established, authoritative unit in the organization of the university which can provide the planning, nurturing, protection, and reward structures which most academic programs possess. Indeed, in some respects they therefore "compete" unequally with programs (e.g. majors) which are solidly rooted in the academic establishment.

Recommendation:

That campuses seek ways of giving general education sufficient potency within the organizational structure to ensure adequate supervision, integrity, and fiscal and academic support.

8. Comment:

The consequences of the all-too-common lack of status of general education on campuses are sometimes aggravated by the uneven and sporadic attention given this part of the baccalaureate pro-

gram by curricular committees with other primary interests.

Recommendation:

That each campus consider having a broadly representative standing committee to provide adequate administration, supervision, and evaluation of general education--breadth curricula. Such a committee should solicit, review, and approve general education courses and programs and should evaluate periodically those courses and programs it has authorized. Because the curriculum is the primary responsibility of the faculty, a majority of the members of such a committee should be instructional faculty. Members of the committee should be selected on the basis of interest, competence, and experience in general education curricula.

9. Comment:

Faculty appear not infrequently to be assigned to general education courses with little or no consideration of their interests and competencies in terms of the objectives of general education.

Recommendation:

That in the appointment, evaluation, and assignment of faculty, campuses give appropriate attention to the full implications of the role of general education in the curriculum of the university and its several sub-units.

10. Comment:

In part because general education lacks organizational status and institutional stature, such student academic advising as may exist on campuses tends to treat the general education component of the baccalaureate like the student elective component--by largely ignoring it.

Recommendation:

That campuses provide systematic, qualified, readily available academic advising specifically oriented to general education as a means to achieving greater cohesiveness in student choices of offerings in general education.

11. Comment:

Though all major-depth programs on campuses are subjected to regular, periodic review, the review of general education programs tends to be less regular and rigorous.

Recommendation:

That campuses make regular, periodic reviews of their general education policies and practices in a manner comparable to those

of major programs. Though the basic review should be internal, it should also include an external dimension carried out by a team from off-campus, ideally with members from outside the system.

Systemwide Advisory Committee

12. Comment:

A systemwide committee could serve as a valuable instrument for the study of general education and the dissemination of useful information throughout the CSUC.

Recommendation:

That the Chancellor appoint a broadly representative General Education Advisory Committee to review, and propose revisions in, the objectives, requirements, and implementing recommendations of this Task Force, to continue to study general education policies and practices inside and outside the system, to assist in reviews of local campus programs by identifying available reviewers and useful criteria, and to report annually to the Chancellor and the Board of Trustees. The membership of this committee, like that of the campus committee, should be predominately faculty. It should also include liaison membership from the instructional faculty of the California Community Colleges.

Entry Level Learning Skills

13. Comment:

A prominent component of most general education programs is "basic subjects" or "basic learning skills," usually encompassing at least English language and mathematics. A perennial issue--one that has become especially critical in recent years--is the determination of the degree of learning skills an entering college freshman may reasonably be expected to have, and, consequently, the kinds of instruction in skills which should be considered as "collegiate level" or "remedial." Where, with respect to basic learning skills, does college begin? The Task Force believes that, in spite of the obvious, intrinsic difficulties in achieving definition in this area, the attempt to do so in reasonable, operational terms should be made.

Recommendation:

That campuses initiate measures designed to produce (1) a definition of the basic competence in written and oral communication and mathematical computation which may be reasonably expected of entering college students, (2) the early identification of those who lack such skills, and (3) the requirement of steps to remove deficiencies. Formal university coursework is but one of many means of attempting to remove deficiencies; any such coursework completed primarily for this purpose should not be counted toward the bachelor's degree. The Task Force recommends that

campuses be given a reasonable period in which to develop the programs called for in this section. (See Appendix, #40405.1)

Instructional Level Distribution

14. Comment:

The Task Force believes that general education should be distributed throughout the undergraduate experience and not regarded merely as something to be "gotten out of the way" as early as possible.

Recommendation:

That 9 of the 48 semester student credit units (or 12 of the quarter units) be upper division level and be taken no sooner than the term in which the candidate achieves upper division status. (See Appendix, #40405.2)

Work at Institution Granting Degree

15. Comment:

Title 5 currently prescribes that a minimum number of units for the bachelor's degree and in the candidate's major be taken at the CSUC campus granting the degree. Inasmuch as general education is a significant component of programs leading to bachelor's degrees, there appears to be as much justification for the institution granting a degree to participate to a predetermined extent in the general education portion of the undergraduate coursework as in the major-depth portion.

Recommendation:

That at least 9 semester credit units (or 12 quarter student credit units) in general education shall be earned at the campus granting the degree. (See Appendix, #40405.2)

"Double Counting" for Major and General Education

16. Comment:

One of the facts of relatively recent curricular history has been the establishment and expansion of academic major-depth components in the baccalaureate. There has been a tendency for majors to "crowd" general education, sometimes in the form of specification by major departments of the general education courses to be taken by candidates. This movement may serve the purposes of "depth" at the expense of the educational ideal of "breadth."

Recommendation:

The Task Force does not go so far as to recommend the absolute

preclusion of "double counting" courses for both general education--breadth and major-depth, or of a major department's requiring specified general education breadth courses of its majors, but it does recommend that campuses give special attention to the protection of the idea of general education breadth by monitoring rather closely double-counting and major requirements of specified general education courses.

General Education and Disciplinary Territorial Imperatives

17. Comment:

General education programs are often considered and reviewed in terms of traditional territorial imperatives which may not serve well the purposes of fresh perspectives and the achievement of basic objectives.

Recommendation:

That campuses consider general education programs primarily in terms of student needs and educational goals rather than in terms of traditional titles of academic disciplines and organizational units such as departments and schools and that the campuses consider and actively explore ways in which the objectives of general education may be met flexibly by the university in its many parts and capacities and not rigidly from the perspective of traditional "pieces of the pie."

Descriptive Detail of Distribution Areas in Title 5

18. Comment:

Current Title 5 descriptions of distribution of general education coverage are extremely sketchy statements of unit and course minima in broad areas. The Task Force believes that delineations of the content of distribution areas should be more explicit and should be responsive to the objectives set forth in this report.

Recommendation:

That the content of the distribution areas be more fully described in Title 5. (See Appendix, #40405.2)

The Distribution Areas

19. Recommendation:

That each recipient of the bachelor's degree complete a minimum of nine semester credit units (or twelve quarter student units) in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning. (See Appendix, #40405.2a)

Comment:

Instruction approved for fulfillment of the communication requirement should be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. The course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This requirement should include active participation and practice in written communication and oral communication.

The requirement in critical thinking recommended by the Task Force is aimed at an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. Such modes and skills of reasoning and logical thought are the common instruments of effective inquiry in any discipline.

The minimal competence to be expected at the successful conclusion of instruction in clear thinking would be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

20. Recommendation:

That each recipient of the bachelor's degree complete a minimum of twelve semester student credit units (or eighteen quarter student credit units) to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and inquiry into mathematical concepts and quantitative reasoning and their applications. (See Appendix, #40405.2b)

Comment:

The primary goal of the requirement of inquiry into the physical universe and its life forms is to impart knowledge of the facts and principles which form the foundations of living and nonliving systems. Such studies, especially with the requirement of some participation in laboratory activity, should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific inquiry, and the requisite features of scientific endeavors: namely, what is the evidence and how was it derived? In addition, the history of science should be addressed with particular attention given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. In specifying inquiry into mathematical

concepts and quantitative reasoning and their applications, the intention of the Task Force is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

21. Recommendation:

That each recipient of the bachelor's degree complete a minimum of twelve semester student credit units (or eighteen quarter student credit units) among the arts, literature, philosophy and foreign languages. (See Appendix, #40405.2c)

Comment:

The requirement concerning the arts, literature, and the philosophy attempts to cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. This requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. The Task Force believes that studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign languages are included here because of their implications for cultures both in their linguistic structures and in their use in literature. Therefore, foreign language courses which are approved to meet a portion of this requirement should contain a cultural component and should not be solely skills acquisition courses.

The Task Force intends a reasonable distribution among the categories specified, as opposed to the completion of the entire number of units required in one of the categories.

22. Recommendation:

That each recipient of the bachelor's degree complete a minimum of twelve semester student credit units (or eighteen quarter student credit units) dealing with human social, political, and economic institutions and behavior and their historical background. (See Appendix #40405.2d)

Comment:

The requirement dealing with human social, political, and economic institutions and behavior is based on the assumption that

these aspects of life are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts.

23. Recommendation:

That each recipient of the bachelor's degree complete a minimum of three semester student credit units (or four quarter student credit units) in study designed appreciably, if only partially, to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities. (See Appendix, #40405.2e)

Comment:

This requirement is intended to facilitate understanding of the human being as an integrated physiological, social, and psychological organism. It is meant to include consideration of such matters as individual and group behavior, human sexuality, nutrition, health, stress, key relationships of human kind to the social and physical environment, and implications of death and dying. It could include in part the acquisition of skill in an active sport, game or physical activity, provided that such is an integral part of the study described herein.

CSUC and the California Community Colleges

24. Comment:

The Task Force is aware that a special relationship exists between the California State University and Colleges and California Community Colleges because most CSUC graduates complete course work in community colleges. This has been recognized in the establishment of provisions for certification of completion of general education requirements and designation of baccalaureate courses. While the approach used will require review, and perhaps modification, to achieve the objectives of the program proposed in this report, it is the intent of the Task Force that such basic provisions be continued.

Recommendation:

That review should be undertaken cooperatively with appropriate community college personnel and should proceed under the following assumptions.

1. There should be provision for certifying a specified minimum number of student credit units;
2. Procedures for challenge and review of challenges by a joint body are essential;

3. Transfer and native students must receive equitable treatment;*

4. Policies and procedures for certification should be consistent with the spirit as well as the letter of recommended Title 5 revisions as set forth in this report;

5. Community College instructional faculty should be involved in the development of such policies and procedures and the monitoring of their application.

Certification of General Education Credit

25. Comment:

The Task Force is concerned about the currently relatively unstructured process of certifying the completion of general education requirements.

Recommendation:

(1) That appropriate steps and eventual action be taken to develop guidelines for the certification of general education units and that provision be made for a procedure whereby the CSUC system or a campus within the system may challenge certification of a general education course and (2) that instructional faculty from the Community Colleges be involved in the development of the guidelines and procedures alluded to in (1). (See Appendix, #40405.3)

Participation and Observation

26. Comment:

General education courses tend to involve students largely as "observers" rather than as active participants.

---

* In order to ensure adherence to this principle in a manner which supports the spirit of the entire program recommended by the Task Force, we propose that implementing action provide for the following: (1) that no transfer student be required to take more units in general education than the sum of the number actually certified and the difference between that sum and the total units required by the campus, and (2) that an institution may not certify more than 30 semester student credit units unless such certification includes at least 6 semester student credit units in each of subsections 40405.2 a-d inclusive. The forgoing protects the student from being required to take excess units due to lack of "fit" between lower-division transfer courses and upper-division courses offered by The California State University and Colleges campuses. It also protects the campus from the necessity of offering excessive upper-division work in a particular sub-section.

Recommendation:

That attention be given to possibilities for activity as well as observation in all program subdivisions, and that Subsection #40405.2b include "some immediate participation in laboratory activity."

General Education Breadth and U.S. History, American Ideals

27. Comment:

Title 5 is currently silent on any relationship between Section #40404 (United States History, Constitution, and American Ideals) and the section on General Education--Breadth Distribution and the practice of campuses in counting units toward both is greatly varied.

Recommendation:

That the United States History, Constitution and American Ideals requirement and the General Education--Breadth requirement be regarded as separate and distinct and that no coursework counted toward satisfaction of the provisions of #40404 be credited toward satisfying the General Education--Breadth requirements set forth in #40405.

Reasonable Exceptions

28. Comment:

Any requirement controlling a considerable portion of the coursework for the bachelor's degree and somewhat detailed prescriptions of distribution within that portion may create individual cases of demonstrable hardship. Some means of allowing reasonable exceptions to the regulations should be provided, but extreme care should be taken to avoid nullifying the effect of the program through the granting of numerous and extensive exceptions.

Recommendation:

That the Chancellor include in the implementation of the general education--breadth requirements provision for the granting of exceptions in individual cases of demonstrable hardship, with the understanding that "individual cases" implies review of appeals for exceptions on a student by student basis as opposed to program by program.

APPENDIX

40405 General Education--Breadth Objectives

General education--breadth requirements in the California State University and Colleges are so designed that, taken with the major-depth program and elective credits presented by each candidate for the bachelor's degree, they will assure that graduates from the several campuses in the system have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of the breadth requirements is to provide means whereby graduates:

1. will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;

2. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

3. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

It is the intent of this section that the general education--breadth requirements be planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation suggested as interrelated elements and not as isolated fragments.

40405.1 Entry-level Learning Skills

Each student admitted to the California State University and Colleges is expected to possess basic competence in written and oral communication and mathematical computation to the degree that such may be reasonably expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome such deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

40405.2 General Education--Breadth Particular Requirements

Each recipient of the bachelor's degree shall have completed a program which includes a minimum of 48 semester student credit units (or 72 quarter student credit units) of which 9 semester student credit units (or 12 quarter student credit units) shall be upper division level and shall be taken no sooner than the term in which the candidate achieves upper division status. At

least 9 of the 48 semester student credit units (or 12 of the 72 quarter student credit units) shall be earned at the campus granting the degree. The 48 student credit units (or 72 quarter student credit units)* shall be distributed as follows:

a. A minimum of nine semester credit units (or twelve quarter student units) in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

b. A minimum of twelve semester student credit units (or eighteen quarter student credit units) to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

c. A minimum of twelve semester student credit units (or eighteen quarter student credit units) among the arts, literature, philosophy and foreign languages.

d. A minimum of twelve semester student credit units (or eighteen quarter student credit units) dealing with human social, political, and economic institutions and behavior and their historical background.

e. A minimum of three semester student credit units (or four quarter student credit units) in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

40405.3 Certification by Other Institutions

The President or an officially authorized representative of a college which is accredited in a manner stated in Section 40501 (d)(i) may certify the extent to which the requirements of Section 40405.2 have been met up to a maximum of 39 semester credit units (or 58 quarter student credit units). Such certification shall be in terms of explicit objectives issued by the Chancellor and shall be limited to courses completed at the certifying institution.

---

*The specification of numbers of student credit units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus course, credit unit configurations and these requirements will not unduly exceed any of the prescribed semester unit or quarter unit minima. However, in no case shall the total number of student credit units in general education--breadth accepted for the bachelor's degree be less than 48 semester student credit units or 72 quarter student credit units.

40405.4 Procedures of Implementation

The Chancellor shall establish procedures to implement the foregoing objectives and requirements, including provision for exceptions in individual cases of demonstrable hardship, and including periodic review of the extent to which the objectives and requirements are being met.